**IUGQ #1 Is there a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners?**

*Such a system, if fully implemented, would have the following characteristics:*

1.1 The curricula for all courses and content areas clearly delineate what students are supposed to know and be able to do, i.e. there are written competencies for all courses at all learning sites, including courses for adult learners.

1.2 At any given level of instruction, objectives used as the basis of lesson design are those—and only those—that are needed to provide the foundation for what comes next.

1.3 The curricula for all courses and content areas for which related State Standards have been established are aligned with those State Standards.

1.4 The Standards and Curriculum Framework sections of the Pennsylvania Department of Education’s Standards Aligned System (SAS) are effectively incorporated into K-12 curriculum development processes.

1.5 A curriculum audit process is an established, periodic practice during which the IU reviews and ensures the alignment of State Standards with the curricula that is followed at all learning sites.

1.6 Teachers and instructors across all classrooms consistently base lesson design on the competencies or learning objectives included in the established curricula.

1.7 The curricula for all courses are accessible to all teachers and instructors via appropriate, user-friendly technology.

1.8 All K-12 students at IU learning sites have the opportunity to demonstrate proficiency in a grade level core curriculum, supported with interventions as needed.

1.9 The administrators responsible for leading the educational process at learning sites have a working knowledge of standards-aligned curricula for all levels of instruction within their respective learning sites, including the curricula for adult learners.

1.10 The Intermediate Unit’s executive administrative team holds all learning site administrators accountable for the consistent implementation of standards-aligned curricula in every IU classroom.

**IUGQ #2 Is there a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners?**

*Such a system, if fully implemented, would have the following characteristics:*

2.1 Research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom in every learning site, including those for adult learners.

2.2 The Instruction (tabs: Instruction, Search Videos, and Intervention) and Curriculum Framework sections of the Pennsylvania Department of Education’s Standards Aligned System (SAS) are effectively incorporated into K-12 lesson planning processes.

2.3 Lesson design across all classrooms is focused on mastering objectives located within each course’s established curriculum, reflects challenging learning expectations for all students, and includes strategies that “scaffold” or build upon each other to enhance student learning.

2.4 The administrators responsible for leading the educational process at learning sites have a working knowledge of effective instructional practices appropriate for all levels of student development represented within the learning site, including adult learners.

2.5 The Intermediate Unit’s executive administrative team holds all learning site administrators accountable for the consistent implementation of effective instructional practices in every classroom.

**IUGQ #3 Is there a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners?**

*Such a system, if fully implemented, would have the following characteristics:*

3.1 Procedures for measuring mastery of the objectives of planned courses, instructional units, and interdisciplinary studies are established.

3.2 There is a system that collects, analyzes, and disseminates assessment data efficiently and effectively for use by IU administrators, teachers and instructors.

3.3 The IU’s administrative team holds all learning site administrators accountable for implementing a system whereby alignment among curriculum, instruction and assessment is established and assured.

3.4 Assessment information is used across the intermediate unit to assist students who have not demonstrated achievement of established performance standards.

3.5 The IU’s administrative team holds all learning site leaders accountable for the consistent, formative use of curriculum-aligned assessments to provide feedback that is used to adjust ongoing teaching and learning.

3.6 The IU’s administrative team assures that assessment results disaggregated by competencies are used to inform decisions related to curricular content and the effectiveness of instructional practices.

3.7 The IU’s administrative team holds all administrative leaders of learning sites accountable for the use of diagnostic assessments to ascertain students’ strengths, weaknesses, knowledge and skills.

3.8 The IU has established a system for effectively distributing information about high stakes assessment results to the public.

3.9 The Assessment (tabs: About, Keystone Exams, Assessment Creator, Reference Materials) section of the Pennsylvania Department of Education’s Standards Aligned System (SAS) is effectively incorporated into the IU K-12 assessment development practices.

**IUGQ #4 Is there a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students?**

*Such a system, if fully implemented, would have the following characteristics:*

4.1 Curricular materials and resources are aligned with and supportive of curriculum standards, sufficient in quantity, of high quality, differentiated to accommodate diverse student needs, and accessibility for students and teachers is efficacious.

4.2 A planned methodology exists for selecting materials and resources to support curriculum aligned instruction.

4.3 Telecommunication services, hardware, software, and other technologies are used to effectively implement education services.

4.4 There are procedures and processes in place to assure the identification of emerging technologies that will improve learning opportunities within the IU.

**IUGQ #5 Is there a system within the IU that fully ensures barriers to learning are lowered in order to maximize achievement?**

*Such a system, if fully implemented, would have the following characteristics:*

5.1 A process is in place to support learning sites faced with challenges that deter student achievement.

5.2 There are sufficient programs, strategies, and actions in place to ensure that all IU learning sites are safe for and supportive of all students.

5.3 There are processes and procedures in place to communicate educational opportunities and how to access them to all stakeholders (parents, community, learners, etc.).

5.4 Collaboration occurs between classroom teachers and individuals who provide interventions targeted to the specific academic needs of identified students.

5.5 The IU coordinates programs and services with federal, state, and local agencies and organizations.

5.6 The Safe and Supportive Schools section of the Pennsylvania Department of Education’s Standards Aligned System (SAS) is effectively incorporated into the K-12 development of procedures and practices dedicated to promoting a safe, civil, healthy and intellectually stimulating learning environment.

**IUGQ #6 Is there a system within the IU that fully ensures specially designed instruction is provided to meet the unique learning needs of children receiving direct services from the IU?**

*Such a system, if fully implemented, would have the following characteristics:*

6.1 Annual public notice is provided regarding the processes and procedures associated with the identification, location, and evaluation of children with disabilities who require special education and related services.

6.2 Procedures are established and utilized to identify and document the total number of unduplicated SES students, students with specific learning disabilities, review-enrollment difference status, and ethnicity enrollment.

6.3 Procedures are established and utilized to meet oversight requirements for non-resident students and incarcerated students.

6.4 To the maximum extent possible, all children with disabilities are educated with non-disabled students.

6.5 Positive behavior supports (PBS) are fully implemented across all learning sites.

6.6 Procedures and analysis methods are in place that are used to determine gaps in the continuum of special education supports, services, and education placement options available for students with disabilities.

6.7 Policies and procedures are in place that ensures implementation of regulation-required actions related to Safe and Supportive Schools.

6.8 Policies and procedures are in place that ensures implementation of regulation-required actions related to special education.

**IUGQ #7 Is there a system within the IU that fully ensures learners receiving direct service from the IU are supported by a process that provides interventions (remediation and enrichment) based upon learner needs and includes procedures for monitoring effectiveness?**

*Such a system, if fully implemented, would have the following characteristics:*

7.1 The Instruction (Tab: Interventions) and Assessment (Tab: Classroom Diagnostic Tools) sections of the Pennsylvania Department of Education’s Standards Aligned System (SAS) are effectively utilized to provide diagnostic information that guides the identification, development, and implementation of interventions.

7.2 The IU’s administrative team ensures that an IU-endorsed intervention infrastructure is consistently implemented across all IU learning sites to identify appropriate materials and resources linked to student needs.

7.3 The IU’s administrative team holds all appropriate learning site staff members accountable for ensuring that appropriate data is used to monitor student progress to determine the effectiveness of interventions.

7.4 The IU’s administrative team holds all appropriate learning site staff members accountable for ensuring that instruction is adjusted when a student’s assessment results or other measures of performance indicate prescribed interventions have not been effective.

**IUGQ #8 Is there a system within the Intermediate Unit that fully ensures professional development offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees?**

*Such a system, if fully implemented, would have the following characteristics:*

8.1 An IU administrator or team of IU administrators is responsible for ensuring that professional development is based upon needs assessments that are aligned with the IU’s mission and vision and with educators’ learning needs.

8.2 Professional development for IU staff members is planned across a 3- to 5-year span and is limited so staff members are not impacted by more than four professional development initiatives during any given year.

8.3 An IU administrator or team of IU administrators is responsible for ensuring that professional development initiatives are implemented with fidelity.

8.4 An IU administrator or team of IU administrators is responsible for ensuring that all supervisory staff members actively participate in professional development activities designed for their subordinates and can articulate key features of the initiative, including what implementation looks like in the workplace.

8.5 An IU administrator or team of IU administrators is responsible for ensuring that the majority of professional development resources (time, money and human) are used to support on-going implementation.

8.6 There is an ongoing monitoring program that references implementation evaluations, which validate the overall effectiveness of Professional Education initiatives; evaluations are based upon communicated expectations related to changes in employee practice.

8.7 The Assessment (Tab: Teaching Frameworks) section of the Pennsylvania Department of Education’s Standards Aligned System (SAS) is used to access The Framework for Teaching, which is used as an important reference when developing and refining the IU’s professional education program for teaching staff.

**IUGQ #9 Is there a system within the Intermediate Unit that fully ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed?**

*Such a system, if fully implemented, would have the following characteristics:*

9.1 All staff members new to the intermediate unit, including administrators, complete required induction and mentoring programs based upon specific goals, objectives and competencies.

9.2 An IU administrator or team of IU administrators is responsible for managing the intermediate unit’s induction program; the program includes frequent observations of inductee practice by coaches/mentors and supervisors, a mentor selection process, a program timeline, and a documentation process.

9.3 There is a system in place that provides support and intervention for each professional employee whose practice has been formally identified as being in need of improvement.

9.4 An IU administrator or team of IU administrators is responsible for managing the system that monitors the performance of professional employees and for overseeing the system that provides support to professional employees.

**IUGQ #10 Is there a system that fully ensures the Intermediate Unit’s resources effectively address instructional and intermediate unit fiduciary support activities that are aligned with the IU’s vision and mission, and that fully ensures the expenditure and accounting of funds meet legal and ethical requirements within the parameters of generally accepted accounting practices?**

*Such a system, if fully implemented, would have the following characteristics:*

10.1 An IU administrator is responsible for ensuring that essential and accurate student, employee, programmatic and operational data is obtained and maintained, and for ensuring that a reporting function is available to efficiently, produce reports needed for compliance and management purposes.

10.2 The IU regularly uses internal and external auditors to determine the degree to which the expenditure and accounting of funds meets legal and ethical requirements, as well as generally accepted accounting practices.

10.3 Technology is used by all units within the IU to access and analyze information that informs decision making regarding the allocation of resources.

10.4 Data is used to guide and justify the allocation and alignment of resources (infrastructure: facilities, technology, human resources, scheduling, etc.).

10.5 The IU administrative team ensures funding sources support the integration of resources that address instructional priorities aligned with the IU’s vision and mission and ensures that each IU unit has the resources needed to fulfill its mission.

10.6 A process is in place that evaluates purchase requests for equipment and materials that meet or exceed designated limits to determine if the requests are aligned with the IU’s vision, mission, and priorities and to determine if the cost is warranted by projected performance.

10.7 An IU administrator or team of IU administrators is responsible for ensuring that IU facilities and grounds are clean and well maintained and that all facilities meet applicable building and safety codes.

**IUGQ #11 Is there a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU’s mission and vision will be fully met?**

*Such a system, if fully implemented, would have the following characteristics:*

11.1 An IU administrator or team of IU administrators is responsible for periodic review of the needs of districts within the IU region to determine whether or not there are funded opportunities to extend the support provided by the IU to districts within the parameters of the IU’s vision and mission.

11.2 An IU administrator or team of IU administrators is responsible for identifying and developing implementation plans that provide financial benefits to districts that participate in IU-facilitated consortia (e.g. energy procurement, technology purchases, cyber education, student transportation)

11.3 An IU administrator is responsible for identifying and reviewing grant opportunities offered by the Pennsylvania Department of Education and other educational entities.

11.4 The IU actively seeks and fulfills opportunities to support non-public educational entities on a fee basis (e.g. professional development, curriculum development)

11.5 An IU administrator or team of IU administrators is responsible for regularly evaluating the performance of the IU, identifying systemic challenges detrimental to the IU’s mission and vision, and developing improvement plans that effectively eliminate the identified challenges.